

The Reddings Primary and Nursery School – KPI 2017 – 2018



	Autum n Term	Sprin g Term	Key actions	Impact	Evidence
Improving the effectiveness of leadership and management by:					

<p>1. securing high-quality teaching, learning and assessment for pupils over time, in each year group</p>		<ul style="list-style-type: none"> • Single plan written half termly (updated weekly) with introduction of summary sheet • Rigorous monitoring - Formal drop in observations, book looks by subject leaders, presentation & feedback book looks • Teaching over time documents updated • Attainment summary documents created; class teacher/Head teacher conferencing • Maths TLA meetings with subject specialist • TLA Maths staff meeting, • Leading teacher meetings with Year 4 teacher • INSET: English and Maths subject leaders sharing of key priorities for their subjects • Staff meeting for subject leaders to share headlines from 2016/17 and key priorities for 2017/18 • Teaching and learning policy updated and shared including consistency in written feedback document • INSET: resource sharing by subject leaders • SEND health check • TA timetable changes • Leaders roles clearly defined and 	<ul style="list-style-type: none"> • All staff and governors are informed and clearly focused on improvement planning • Monitoring is focused, targeted and next steps are identified and addressed • Clear understanding of quality of teaching and learning across the school • Triangulation of evidence for quality of teaching and learning • Leaders, including subject specialists, have a clear understanding of the attainment and progress over time of learners across the school • Maths subject specialist has clear strategic direction for the term (action plan) • Guided reading carousel set up in all classes • All leaders able to identify and share key priorities • Staff and children have clear expectations of written feedback • All teachers updated with resources to support teaching and learning • Strengths and next steps of our SEND provision identified • Staff are able to deploy TAs more effectively • Monitoring is clearly focused • Whole school strengths and areas for development identified <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Robust monitoring , with sound judgements of teaching and progress over time. Jarv recognized the progress school has made against the HM Ofsted 	<ul style="list-style-type: none"> • Single plan • Weekly single plan update emails • Monitoring file: formal drop ins, subject specialist reports, • Teaching over time documents • Teaching and learning policy • INSET and staff meeting minutes • School development plan • Standards visit report • Send health check proforma • Timetables <p>Spring term- additional evidence</p>
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<p>2. Monitoring teaching, learning and assessment more accurately so that greater account is taken of the progress that pupils are achieving when making judgements about the quality of provision</p>		<ul style="list-style-type: none"> • Attainment summary sheets produced with half termly meetings • Writing moderation staff meeting • Assessment week with formal assessment materials used • Analysis of assessment data • Classroom monitor introduced to support secure evidence building and targeted teaching • Cohort files updated • External test papers to support robust assessments <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Updated and adapted classroom monitor statements to more closely reflect the school and national priorities • Classroom monitor assessment on ipads • Moderation cluster meetings for KS1 and Year 5 and 6 • Half termly assessments • Moderation cluster –EYFS2 • Support from EYs advisor to support robust assessment 	<ul style="list-style-type: none"> • Clear understanding of current levels of attainment and expected progress • Shared vision of expectation for attainment and progress <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Staff use classroom monitor to more easily identify gaps in coverage and in learning • Classroom monitor is enabling teachers to use formative assessment to improve learning • More regular updates to assessment as statements on ipads which • Secure judgments • Regular assessments, enabling clear understanding of learners 	<ul style="list-style-type: none"> • Staff meeting minutes • Attainment summary documents • Cohort files <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Jarv report • Classroom monitor • Reports shared at SLT • Staff meeting minutes • Assessment analysis
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<p>3. ensuring that governors use their visits and assessment information more precisely to challenge leaders over the quality of provision in the school, and that they routinely review leaders' progress in improving standards.</p>		<ul style="list-style-type: none"> • Change in make up of the governing board with appropriate skill sets to support and challenge • September training from Carol Connolley (HfL advisor) on effective and focused governor visits • Golden threads identified - writing and more able learners • Governor visits focused and aligned to the needs of the school with feedback to governing board on updated visit forms • Governor meetings restructured, removing separate committees and with a greater focus on impact on children rather than procedures • All governors have access to ASP to aid transparency • Regular visits occurring with different staff members and foci • Support from governor on finances • Distributive leadership within the Governor body • Governor attended SLT meeting, which was then fed back to Governing body • Utilizing skill set of Governors • Meeting between Governors and INCO regarding challenge (focus on 	<ul style="list-style-type: none"> • Clear strategic understanding of planned visits with defined goals • Governors have clear strategic vision of golden threads and foci for visits • Governor skills set supports school (eg Kai-finance) • All governors fully informed and have knowledge of all governance areas • Meetings focus on impact on learners • School feel challenged as well as supported • Transparent sharing of data • Clear understanding of governor roles and responsibilities and greater communication • Governors clear on the management of the school • Action plan notes created to support challenge; home learning challenge section set up for all learners, competitions entered for top performers 	<ul style="list-style-type: none"> • Monitoring visit reports • Governors minutes with action log • Governing board action plan – progress and impact review log • Able writers course • Home learning • Governors minutes <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • JARV report,
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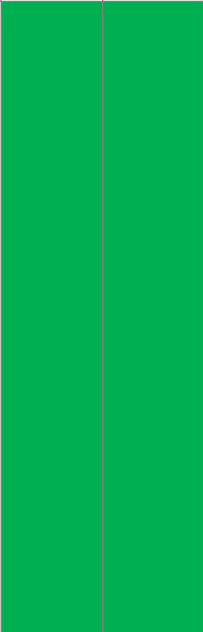
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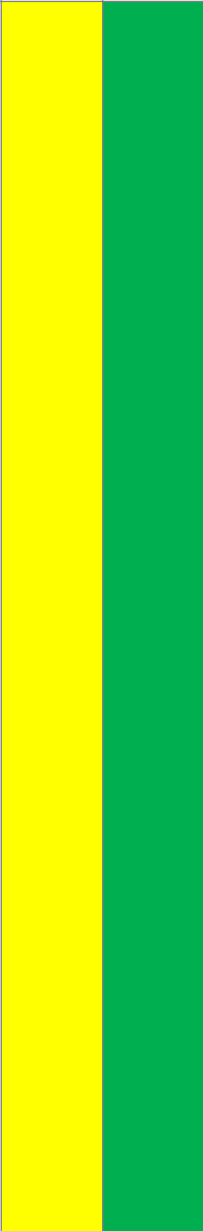
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Autumn Term	Spring Term	Key actions	Impact	Evidence
Improving teaching, learning and assessment by:				

<p>2.1 securing consistently good teaching and learning across the whole school, but particularly in key stage 1</p>		<ul style="list-style-type: none"> • Regular TA meetings with a focus on SOARR – developing their focus within lessons • Change of Maths curriculum to HfL Essential Maths with clear sequence of learning and accurate pitch • Redeployment of TAs in the afternoons with greater flexibility in their deployment • Formal drop in observations with feedback to staff and revisits where required • Leading teacher supporting Year 4 teacher • English advisor led staff meeting on guided reading • Monitoring of children’s books <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • SOARR meeting with a focus on top performers • Challenge in maths course attended by Year 1 teacher • Maths meetings in place in KS1 • Maths meetings CPD for all staff- rolling out of maths meetings throughout the school 	<ul style="list-style-type: none"> • Professional dialogue increased between TAs and TAs/teachers • TAs empowered to develop strategies to support teaching and learning • High quality observations from TAs • Learners targeted on same day for support as a result of AfL during lessons • Quality of teaching and learning clearly evidenced <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Raised awareness of more able learners, top performers identified and targeted • Increased staff confidence in challenging maths • Maths fluency meetings established in KS1, enabling reflective practice and timely support • Subject knowledge has grown with quality questioning sees 	<ul style="list-style-type: none"> • Minutes from TA meetings • TA appraisals • SLT meetings, with Governor present • Leading teacher reports • Monitoring file: formal drop ins, subject specialist reports, • Teaching over time documents <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Pupil progress and attainment summaries • Observations form TAs • Progress evident in maths books • JARV report • Analysis of data from Mock Sats • Progress data analysis
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<p>2. ensuring that teachers use assessment information accurately to plan learning and activities which meet the needs of pupils, including the most able, so that they can attain the higher standards</p>		<ul style="list-style-type: none"> • Attainment summary sheets produced and start of half term meetings to review • Assessment schedule shared at INSET with clear half termly expectations • Formal assessments • Teacher assessments • Developing use of Classroom monitor • Writing moderation staff meeting • T&L advisor led staff meeting including assessment in guided reading • Change of Maths curriculum to HfL Essential Maths with use of age related destination questions and buffer zones • Redeployment of TAs in the afternoons with greater flexibility in their deployment as a result of AfL • External test papers to support robust assessments <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Robust assessments undertaken, including Mock Sats in year 2 and year 6 	<ul style="list-style-type: none"> • Clear understanding of attainment of individuals and progress made across the key stage • Fewer children highlighted as 'red' • Regular and robust assessments • Effective AfL ensures learners targeted on same day for support • Robust assessment data <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Accurate assessments with gap analysis undertaken • Staff use classroom monitor to more easily identify gaps in coverage and in learning • Classroom monitor is enabling teachers to use formative assessment to improve learning • More regular updates to assessment as statements on 	<ul style="list-style-type: none"> • Attainment summary sheets • Meeting notes • TA deployment and annotations in books • Monitoring file: formal drop ins, book looks <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Classroom monitor • Sats papers • Cohort data tracker • Progress summaries • Outcome review meeting sheets • Current attainment and progress file
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<p>3. making sure that pupils have frequent opportunities for extended writing, and applying their writing skills in different curriculum subjects, so that pupils' progress is more rapid</p>		<ul style="list-style-type: none"> • Increased expectation on range of writing opportunities • Subject specialist monitoring • Updated curriculum maps <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Targeted CPD on the use of multi-sensory approach to writing • More able writers course • Subject lead attended writing conference 'Write here, write now' • Continued monitoring of writing opportunities 	<ul style="list-style-type: none"> • Greater number of quality, meaningful writing opportunities across the curriculum • Quality, language rich text to support range of writing opportunities <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Profile raised through display • Increased percentage of learners working at expected standard across (since previous Ofsted) 	<ul style="list-style-type: none"> • Standards visit report • Monitoring file – subject specialist monitoring reports <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Jarv report • Monitoring file • Whole school displays (star writers) • Current attainment and progress file • SEF • Star writers display
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<p>4. insisting that teachers use the school's agreed feedback policy consistently, and well, to support pupils to learn from their mistakes effectively in order to make more rapid progress</p>		<ul style="list-style-type: none"> • Teaching and learning policy including consistency in written feedback policy shared and agreement • regular monitoring by SLT • book looks as part of formal drop ins • Book looks by subject specialists • Phase meeting feedback • Learning walk (including with Governors) <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Monitoring of feedback guidelines • Monitoring reports across all levels of leadership, focusing on consistency of use of school guidelines • Introduction of whole class feedback, with CPD for staff (Feb 2018) • Introduction of 'hunt the progress' to staff and school, through school council (Feb 2018) • Following whole school CPD and book look, updated guidance for feedback and monitoring 	<ul style="list-style-type: none"> • Greater consistency in use of policy • Clear understanding of strengths and areas for development by leaders • Pupils recognise next steps and areas for improvement <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Compliance string across school • School council able to articulate how the feedback is developing their learning and progress • Higher quality of vocabulary being used by learners • Updated and revised guidance advice to support the good practice being delivered by staff 	<ul style="list-style-type: none"> • Monitoring file – feedback and presentation monitoring • Policy file • INSET agenda minutes • Governor visit feedback • Children's books <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Monitoring file • Jarv report • School council meeting minutes • 'consistency in written feedback' guidance document
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<p>5. raising teachers' expectations of the presentation of pupils' work, so that pupils take greater pride in their work</p>		<ul style="list-style-type: none"> • compliance and book look monitoring • raised profile in celebration assemblies • Pen license displays • All books have presentation expectation sheets • Star markers trial • Timetabling of handwriting teaching <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Pen license numbers shared, both on displays in class and as a report to SLT • Staff meeting and monitoring to ensure staff are modelling high quality handwriting • CPD on use of handwriting resources • Additional resources purchased to support progress in handwriting • Changes to books in Year 1, in line with year 2, to encourage smaller handwriting 	<ul style="list-style-type: none"> • Greater quality of presentation in all books • Improved handwriting - increased % of children joining their handwriting • Greater understanding by learners of expectations <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Increased number of learners with a pen license • Raised expectations of handwriting, improved presentation • Consistent presentation across all KS1 and KS2 books 	<ul style="list-style-type: none"> • Monitoring file – compliance monitoring, book look monitoring, pupil voice • Standards visit report • Children's' books <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Report to SLT- monitoring file • Children's books • Pen license displays • Star writer board • SEF • Book look- quality of presentation
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Wednesday, April 18, 2018

	Autum n Term	Sprin g Term	Key actions	Impact	Evidence
Improve outcomes by:					

<p>3.1 raising standards of reading, writing and mathematics in key stage 1 and 2</p>			<ul style="list-style-type: none"> • Redeployment of TAs in the afternoons with greater flexibility in their deployment • KS1 Maths meetings to develop fluency • Regular TA meetings with a focus on SOARR – developing their focus within lessons • Change of Maths curriculum to HfL Essential Maths with clear sequence of learning and accurate pitch • Leading teacher supporting Year 4 teacher • English advisor led staff meeting on guided reading • Monitoring of children’s books • <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Progress review meetings –half termly • Outcome review meetings-half termly • Maths fluency meetings • High quality continuing CPD • Robust monitoring, impact and evaluations • Increasing parental involvement 	<ul style="list-style-type: none"> • Learners targeted on same day for support as a result of AfL during lessons • Professional dialogue increased between TAs and TAs/teachers • TAs empowered to develop strategies to support teaching and learning • High quality observations from TAs • Learners targeted on same day for support as a result of AfL during lessons • Quality of teaching and learning clearly evidenced • Shared understanding of guided reading priorities and expectations <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Increasing parental involvement • Distributive leadership, increasingly reflective practitioners • Greater independent learners, responding to feedback • Developing vocabulary of learners to discuss their own progress and attainment • Greater focus on reading at home communicated with parents 	<ul style="list-style-type: none"> • TA deployment and annotations in books • Meeting minutes • Maths books and planning • Leading teacher feedback • Monitoring file – book looks <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Core plan • Home school reading records • Advisor / leading teacher reports • Parental attendance monitoring • Compliance monitoring • Books • Attainment and progress summaries
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<p>2. Continuing to quicken the progress that pupils make in reading, writing and mathematics, so that most pupils make good progress from their individual starting points</p>			<ul style="list-style-type: none"> • Redeployment of TAs in the afternoons with greater flexibility in their deployment • KS1 maths intervention with P level children across the phase • KS1 Maths meetings to develop fluency • External test papers to support robust assessments <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • Raised expectations supported by robust monitoring, including the core plan • Maths fluency meetings • SOARR approach • Phonics • Pre-teaching, vocabulary groups, • Same day 'catch ups' • Effective and timely feedback • Development of curriculum to include high quality text • Expectation of compliance of feedback guidelines • Learning review meetings • Pupil outcome meetings 	<ul style="list-style-type: none"> • Learners targeted on same day for support as a result of AfL during lessons • Targeted support for learners • Robust assessment data <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Improved pupil response and next step thinking • Mastery approach • Improved resilience, growth mindset • Learners aware of next steps in own learning, taking greater ownership of progress • Accelerated progress of SEND learners • Progress summary created, all staff aware of progress of individuals and groups 	<ul style="list-style-type: none"> • TA deployment and annotations in books • Assessment papers and data <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Core plan • Progress review overview (in current progress and attainment file) • Jarv report • Book look • Assembly log (growth mindset) • Learning plans • Pupil outcome meetings • Attainment and progress summaries • Data analysis Spring term 1
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<p>3. Ensuring that more pupils achieve the expected standard in the phonics screening check by the end of year 1, so that these results are at least in line with the national average.</p>		<ul style="list-style-type: none"> • High quality small group targeted teaching • Assessment data used for groupings • Ongoing cycle of monitoring • CPD on guided reading • 1:1 feedback to group leaders • Updated assessment overview to ensure application of phonics • Early introduction of phonics groupings to EYFS2 <p>Spring Term- additional actions</p> <ul style="list-style-type: none"> • High quality teaching in small groups • High termly assessments, gap analysis and review • Continuing CPD, based upon identified areas for development from monitoring visits • Mock phonics screening (Feb 2018) • RWInc embedded within Reception • Focus on developing CPD in guided reading • PM benchmarking in KS1 • Full phonics assessment and analysis from Spring 1 assessment s • Adult voice 	<ul style="list-style-type: none"> • Ongoing high quality provision to small groups • Progress on assessment overview • Staff confidence in delivery <p>Spring Term- additional impact</p> <ul style="list-style-type: none"> • Well targeted, bespoke teaching and learning • Mock screening, increasing teacher awareness of gaps and attainment • Developing children’s resilience through practice and confidence building • Evidence based predications made, attainment is predicted to be in line with National • Progress in reading, with some accelerated progress • Greater independence in writing • Changes to phonics groups where required, clear knowledge of individual and group gaps • Clear knowledge from adults of teaching sequence 	<ul style="list-style-type: none"> • Monitoring file – phonics monitoring • Assessment overview <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> • Mock screening data • Monitoring file • Book looks • PM benchmarking assessments (national assessment screening toolkit) • Mock Sats (year 2) • Phonics analysis
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	Autumn Term	Spring Term	Key actions	Impact	Evidence
Governance					
4. An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.			<ul style="list-style-type: none"> The governing body had changed and adapted prior to the review meeting having taken place Review has taken place, this was very much based upon the previous Governing body A series of meetings have been undertaken involving the external assessor with the FGB. Action plan generated and revised to meet specific school requirements. Governors have realigned with a clearer objective on outcomes <p>S Governance (September 2017) with external assessor to return in Autumn Term 1 to monitor progress and impact against review plan.</p>	<ul style="list-style-type: none"> Due to the changed nature of the governing body, both in terms of who the governors are and the changes to the meetings, the report was based upon historic information rather than current practice. Changes already made, means that the Governing body are moving forward to support the school- see 1:3 	<ul style="list-style-type: none"> Governing board action plan – progress and impact review log <p>Spring term- additional evidence</p> <ul style="list-style-type: none"> Certificate to formalize the undertaking of a governors review Jarv report